

## Berea Elementary

100 Berea Drive  
Greenville, SC 29617

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	508 Students	
<b>Principal</b>	Patricia Booker-Christy	864-355-1500
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Charles J. Saylor	864-268-3128

# THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

## ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	6	46	61	11

## IMPROVEMENT RATING

BELOW AVERAGE

## ADEQUATE YEARLY PROGRESS

NO

This school met 25 out of 27 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2003</b>	Average	Unsatisfactory	No
<b>2004</b>	Average	Unsatisfactory	Yes
<b>2005</b>	Average	Below Average	Yes
<b>2006</b>	Below Average	Below Average	No

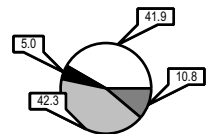
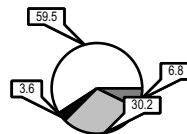
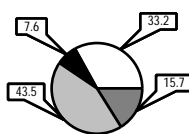
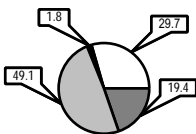
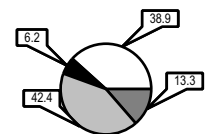
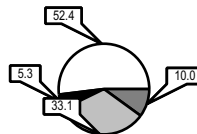
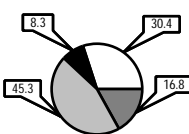
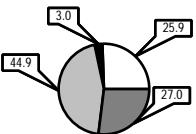
**DEFINITIONS OF SCHOOL RATING TERMS**





- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****English/Language Arts****Mathematics****Science****Social Studies****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts – State Performance Objective = 38.2%</b>									
All Students	266	94.7	25.1	49.3	19.6	5.9	38.4	Yes	Yes
<b>Gender</b>									
Male	126	93.7	28.2	49.5	14.6	7.8	35.9	N/A	N/A
Female	140	95.7	22.4	49.1	24.1	4.3	40.5	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	99	91.9	14.5	56.6	20.5	8.4	45.8	Yes	Yes
African American	85	95.3	32.4	38.2	22.1	7.4	38.2	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	77	98.7	32.8	51.6	14.1	1.6	28.1	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	207	99.0	21.3	54.6	22.4	1.7	39.1	N/A	N/A
Disabled	59	79.7	40.0	28.9	8.9	22.2	35.6	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	266	94.7	25.1	49.3	19.6	5.9	38.4	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	77	100.0	30.8	52.3	15.4	1.5	29.2	Yes	Yes
Non-Limited English Proficient	189	92.6	22.7	48.1	21.4	7.8	42.2	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	208	93.8	30.1	45.8	18.7	5.4	36.1	Yes	Yes
Full-pay meals	58	98.3	9.4	60.4	22.6	7.5	45.3	N/A	N/A

<b>Mathematics – State Performance Objective = 36.7%</b>									
All Students	266	95.5	28.2	44.1	15.9	11.8	34.1	Yes	Yes
<b>Gender</b>									
Male	126	95.2	25.0	41.3	19.2	14.4	41.3	N/A	N/A
Female	140	95.7	31.0	46.6	12.9	9.5	27.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	99	91.9	24.1	37.3	21.7	16.9	44.6	Yes	Yes
African American	85	96.5	36.2	40.6	10.1	13.0	29.0	Yes	Yes
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	77	100.0	26.6	54.7	15.6	3.1	25.0	Yes	Yes
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	207	100.0	24.0	50.3	17.7	8.0	33.7	N/A	N/A
Disabled	59	79.7	44.4	20.0	8.9	26.7	35.6	I/S	No
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	266	95.5	28.2	44.1	15.9	11.8	34.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	77	100.0	26.2	55.4	13.8	4.6	26.2	Yes	Yes
Non-Limited English Proficient	189	93.7	29.0	39.4	16.8	14.8	37.4	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	208	94.2	29.9	44.3	13.2	12.6	31.1	Yes	Yes
Full-pay meals	58	100.0	22.6	43.4	24.5	9.4	43.4	N/A	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>Science</b>							
All Students	266	97.7	57.1	29.0	6.5	7.4	13.9
<b>Gender</b>							
Male	126	98.4	54.5	29.1	7.3	9.1	16.4
Female	140	97.1	59.5	28.9	5.8	5.8	11.6
<b>Racial/Ethnic Group</b>							
White	99	96.0	43.3	35.6	11.1	10.0	21.1
African American	85	98.8	68.1	19.4	2.8	9.7	12.5
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	77	98.7	65.6	29.7	3.1	1.6	4.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	207	99.5	56.6	33.1	6.9	3.4	10.3
Disabled	59	91.5	58.9	16.1	5.4	19.6	25.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	266	97.7	57.1	29.0	6.5	7.4	13.9
<b>English Proficiency</b>							
Limited English Proficient	77	100.0	64.6	29.2	4.6	1.5	6.2
Non-Limited English Proficient	189	96.8	54.2	28.9	7.2	9.6	16.9
<b>Socio-Economic Status</b>							
Subsidized meals	208	97.6	59.6	27.0	5.1	8.4	13.5
Full-pay meals	58	98.3	49.1	35.8	11.3	3.8	15.1

<b>Social Studies</b>							
All Students	266	97.7	40.3	40.7	10.4	8.7	19.0
<b>Gender</b>							
Male	126	98.4	40.9	38.2	10.0	10.9	20.9
Female	140	97.1	39.7	43.0	10.7	6.6	17.4
<b>Racial/Ethnic Group</b>							
White	99	96.0	31.1	44.4	12.2	12.2	24.4
African American	85	98.8	50.0	34.7	6.9	8.3	15.3
Asian/Pacific Islander	3	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	77	98.7	42.2	42.2	12.5	3.1	15.6
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Disability Status</b>							
Not Disabled	207	99.5	37.1	45.7	12.6	4.6	17.1
Disabled	59	91.5	50.0	25.0	3.6	21.4	25.0
<b>Migrant Status</b>							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	266	97.7	40.3	40.7	10.4	8.7	19.0
<b>English Proficiency</b>							
Limited English Proficient	77	100.0	41.5	43.1	10.8	4.6	15.4
Non-Limited English Proficient	189	96.8	39.8	39.8	10.2	10.2	20.5
<b>Socio-Economic Status</b>							
Subsidized meals	208	97.6	44.4	39.3	7.3	9.0	16.3
Full-pay meals	58	98.3	26.4	45.3	20.8	7.5	28.3

**Abbreviations for Missing Data**

**N/A** Not Applicable    **N/AV** Not Available    **N/C** Not Collected    **N/R** Not Reported    **I/S** Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

	Grade	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
<b>English/Language Arts</b>								
2005	3	78	100.0	17.6	36.8	42.6	2.9	45.6
	4	103	100.0	30.0	48.9	20.0	1.1	21.1
	5	69	100.0	32.2	37.3	30.5	0.0	30.5
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	80	91.3	33.3	41.7	16.7	8.3	25.0
	4	92	96.7	25.3	41.3	26.7	6.7	33.3
	5	94	95.7	19.0	61.9	15.5	3.6	19.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
2005	3	78	100.0	17.6	66.2	14.7	1.5	16.2
	4	103	100.0	41.1	38.9	16.7	3.3	20.0
	5	69	100.0	23.7	54.2	8.5	13.6	22.0
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	80	92.5	31.7	45.0	15.0	8.3	23.3
	4	92	97.8	31.6	39.5	13.2	15.8	28.9
	5	94	95.7	22.6	47.6	19.0	10.7	29.8
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Science</b>								
2005	3	78	100.0	44.1	42.6	11.8	1.5	13.2
	4	103	100.0	55.6	28.9	13.3	2.2	15.6
	5	69	100.0	55.9	27.1	6.8	10.2	16.9
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	80	98.8	68.2	19.7	7.6	4.5	12.1
	4	92	97.8	46.8	33.8	9.1	10.4	19.5
	5	94	96.8	58.0	31.8	3.4	6.8	10.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Social Studies</b>								
2005	3	78	100.0	30.9	52.9	16.2	0.0	16.2
	4	103	100.0	35.6	57.8	4.4	2.2	6.7
	5	69	100.0	47.5	42.4	8.5	1.7	10.2
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	3	80	98.8	40.9	40.9	9.1	9.1	18.2
	4	92	97.8	37.7	42.9	10.4	9.1	19.5
	5	94	96.8	42.0	38.6	11.4	8.0	19.3
	6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2006	7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

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**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>Elementary Schools with Students Like Ours</b>	<b>Median Elementary School</b>
<b>Students (n= 508)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 98.8%	100.0%	100.0%
Retention rate	2.7%	Down from 3.7%	3.6%	2.8%
Attendance rate	96.5%	Up from 95.7%	96.3%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	4.3%	Up from 4.0%	0.0%	0.0%
Students with disabilities other than speech taking PACT (Math) off grade level	4.2%	Up from 4.0%	0.0%	0.0%
Eligible for gifted and talented	6.4%	Up from 5.1%	6.7%	10.4%
On academic plans	48.0%	N/AV	46.0%	33.6%
On academic probation	9.8%	N/AV	0.0%	1.0%
With disabilities other than speech	14.2%	Up from 13.6%	7.6%	7.5%
Older than usual for grade	0.4%	Down from 1.4%	1.2%	0.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	4.9%	Up from 0.0%	0.0%	0.0%
<b>Teachers (n= 36)</b>				
Teachers with advanced degrees	33.3%	Up from 30.6%	51.2%	53.8%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	2.8%	N/A	3.3%	2.4%
Teachers with emergency or provisional certificates	3.7%	Up from 3.1%	0.0%	0.0%
Teachers returning from previous year	84.6%	Down from 86.2%	87.0%	87.3%
Teacher attendance rate	95.3%	Down from 95.6%	94.8%	94.9%
Average teacher salary	\$40,761	Up 0.1%	\$41,890	\$42,485
Prof. development days/teacher	16.2 days	Down from 16.8 days	13.3 days	13.3 days
<b>School</b>				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	17.5 to 1	Up from 16.1 to 1	17.5 to 1	18.6 to 1
Prime instructional time	90.4%	Up from 89.4%	89.5%	89.7%
Dollars spent per pupil*	\$6,381	Up 21.1%	\$6,898	\$6,557
Percent of expenditures for teacher salaries*	67.1%	Down from 69.8%	63.1%	64.0%
Percent of expenditures for instruction*	71.4%		69.0%	69.1%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Below Average	No change	Good	Excellent

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Classes in low poverty schools not taught by highly qualified teachers	4.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	3.9%	10.2%
	<b>State Objective</b>	<b>Met State Objective</b>
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

\*or greater than last year

**Abbreviations for Missing Data**

N/A Not Applicable   N/AV Not Available   N/C Not Collected   N/R Not Reported   I/S Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Berea Elementary School is 4K through 5th grade Title I school that has been a part of the Berea community since the early 1900s. Due to the high percentage of students of other languages, our school also has the privilege of having six Teaching English to Students of Other Languages (TESOL) teachers and one TESOL Resource teacher. We are also proud of adding to our family an Administrative Assistant who has been key in supporting our administration. The faculty and staff have the sole purpose of providing all students with the necessary skills to continue life-long learning, while promoting family support, thus creating an environment in which all become committed to our vision: making a difference for every child.

This past school year our students were able to take advantage of many opportunities for learning. Fifth grade students were able to take Science Lab lessons from a Science Lab Instructor, and all grade levels took field trips to Roper Mountain Science Center in order to support the learning taking place in the classroom. Students were also involved in the computer lab with Compass Learning, and in their classrooms, with Larson's Math. Technology was also integrated throughout the curriculum with the help of three laptop labs. Our students also had the opportunity to become published authors through our D.A.W.G.S. publishing center. Skills were strengthened through Power Hour, in which, students were able to improve their basic, proficient, or advanced PACT scores. Another reason to celebrate is that all Moderate Mentally Disabled students who were assessed using PACT-Alternate scored Advanced in all four academic areas, and all our self-contained students are mainstreamed as much as possible into regular education classrooms. Third through fifth grade students began MAP (Measures of Academic Progress) testing, which is a great tool for both the students and their teachers in meeting the students' academic needs.

From Dinner Theaters to academic nights, parents had the opportunity to participate in the Can We Talk program and instructional evenings with kindergarten, first grade, and special education students. These sessions were designed for the purpose of enhancing parenting skills and promoting parental involvement.

Our teachers also worked extremely hard on instructional delivery. They were involved in many staff development trainings. Three graduate courses were offered and several teachers are working towards getting their Master's degrees. These initiatives will help our teachers become better prepared to teach our children.

We are proud of our school and of a great year of success.

Patricia Booker-Christy, Principal  
Vickie Failor, SIC Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
<b>Number of surveys returned</b>	39	82	79
<b>Percent satisfied with learning environment</b>	87.2%	82.9%	92.4%
<b>Percent satisfied with social and physical environment</b>	92.3%	83.5%	86.1%
<b>Percent satisfied with school-home relations</b>	71.8%	79.3%	92.4%

\*Only students at the highest elementary school grade level at this school and their parents were included.